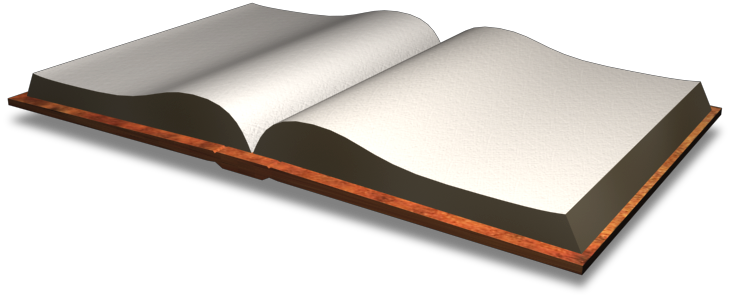
**Reading & Language Arts**



**Making Inferences Using Informational Text and Short Stories**

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**Author’s Message:**

As a future educator, I feel the use of correct fluency, intonation and diction is especially important when reading. As a substitute teacher in the Montgomery County Public School System, I experience firsthand what it means when a student has difficulty reading. Stumbling over words, excessive pausing and the inability to derive meaning from text are just a few of the issues that struggling readers have both inside and outside of the classroom. Too often, students struggling with reading are skipped within the classroom and their voice is not heard. I hope that with my lesson plans, students can hear their voices as well as the voices of their peers. I also hope that my lesson plans give the students the confidence it takes to locate and analyze figurative language within the classroom environment with confidence regardless of their strengths and weaknesses!

**Universal Design for Learning (UDL):**

Universal Design for Learning (UDL) is a method of creating lesson plans with learning differences in mind. A lesson plan that uses UDL as an outline, allows learners of all strengths to benefit from education in the format that they feel comfortable. Teachers can use the guidelines of UDL to ensure that the learning accommodations of each student are met, by ensuring multiple means of representation, engagement and expression.

**Learner Activities**

**Anticipatory Set:** Students will be motivated to learn by an engaging warm-up activity. The warm up activity allows the teacher to review what the students will be learning for the day and allow the students to pose any questions they may have. In addition, the students will be given a five minute guided lesson allowing firsthand exposure to the topic at hand. The students are also given 30 minutes of guided instruction or practice throughout each lesson and a five minute evaluation or assessment to summarize what the student learned or to display their “aha” moment! Throughout all of the lesson plans, paraprofessional as well as the teacher is available to aid students in limiting distractibility and remaining on task while providing encouragement along the way!

**Multiple Means of Representation**: The lesson plans presented allow learners of all strengths to benefit from education. Within the lesson plans, students who identify with visual, kinetic and auditory learning strategies are targeted, through the lesson plan presentation. The implementation of graphic organizers, auditory software and word predictive software, allow students to use their individual learning strengths to succeed in the classroom!

**Multiple Means of Engagement & Expression:** Throughout the lesson plans attached, students have a variety of methods to show that they are engaged and actively learning. There are lessons using “expert” groups, reading aloud for comprehension, inference and exit cards to demonstrate what the students have learned.

**Planning Pyramid**

**Some** Students Will Know:

* How to analyze figurative language and explain how the author uses it in the text to convey meaning.

**Most** Students Will Know:

* How to determine what type of figurative language is being used

**All** Students Will Know:

* How to use text features to display the correct intonation, diction and expression when reading aloud.
* How to locate figurative/descriptive language throughout the text.



**Key for AT considerations: high-tech**

**Low tech**

**Content Area Instructional Lesson Plan #1**

**Subject:** Reading/ Language Arts

**Time Frame:** 30 Minutes whole group instruction, 10 minutes guided practice, 5 minutes closing/ assessment

**Grade** 6

**Number of Students:** 24

***Student Composition***

4 Students with IEPs

8 students “at risk” based on Terra Nova 2 scores

3 ESOL students

10 Male students

14 Female students

***Ethnicity***

1 South Asian

4 African American

2 Hispanic

2 Asian

14 Caucasian

**VSC Indicators:**

* Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts.
* Discuss words and word meanings daily as they are encountered in text, instruction and conversation.

**MSDE Indicators:**

* + **1.6.5 Draw inferences conclusions or generalizations about text and support them with textual experience and evidence.**
  + **1.6.6 Identify the usefulness and clarity of the text’s organizational structure.**

**Topic:** Students will use context clues to determine and understand word meaning and to increase vocabulary.

**Rationale:** *Students should learn how to infer and determine meaning from unfamiliar words throughout a variety of text. One particularly helpful strategy to utilize when encountering unfamiliar text is using context clues and surrounding words to determine vocabulary and derive meaning. The ability to know what one is reading is an important part of reading comprehension and aids in increasing vocabulary. Students should be able to identify unfamiliar text and use surrounding words and context clues to determine word meaning****.***

**Daily Objective:** Students will be able to use surrounding words to determine the meaning of unfamiliar words by using resources to confirm definitions and further information about words.

**Mastery Objective**: By the end of this lesson students will be able to identify unfamiliar words in a variety of text and use context clues to determine the word’s meaning.

**IEP Objectives:**

* **Use graphic organizer to aide in comprehending text and making inferences.**
* **Preview text by examining features such as pictures, diagrams, photographs, charts and graphs to determine meaning of unfamiliar text.**
* **Tasks for Paraprofessionals:**

Accommodate/assist group with student(s) with IEPS

**Accommodations/ Modifications:**

Assist student in re-reading passage looking for unfamiliar vocabulary/ context

Ask questions confirming student learning/ understanding

Preview text with student identifying features used to make inferences

**Evaluation/ Monitoring:** Students will complete an exit card stating how they are able to use context clues/ surrounding words to determine unfamiliar vocabulary.

**Materials:**

KWL Chart—Graphic Organizer—(Inspiration for student with handwriting deficits),

colored paper for students with dif. organiz

4X6 inch Index Cards (Jumbo Index Cards)

Dictionary/Thesaurus

Expository Texts (leveled for student reading ability)

Fat Pencils/page fluffer—students with motor difficulty

**Instructional Sequence:**

**Activator:**

**5-Minutes**

Students will respond to the question on KWL Chart: “How can you use context clues to determine the meaning of an unfamiliar word when reading?”

Students will write responses on chart paper—or type on inspiration software and responses will be discussed prior to beginning activity.

**Guided Lesson/ Whole Group Instruction:**

**5-Minutes**

Preview an expository passage with class, listing unfamiliar text—Promethean Board

Discuss the importance of knowing unfamiliar text while reading

Use resources such as dictionary, to determine whether or not surrounding words to determine whether context clues were used appropriately, utilizing previewing strategy.

**Guided Practice/ Group Activity**

**30-Minutes**

Break students into groups of 3-4 with 2 paragraphs of expository text, have group identify 4 unfamiliar vocabulary terms (predetermined)

Students will write unfamiliar vocabulary on index cards using context clues to determine what the word means.

Students will look up unfamiliar vocabulary using dictionary or thesaurus to determine if they were correct when using surrounding words to derive meaning from vocabulary.

Students will then share unfamiliar text with the class as well as the clues that used to determine meaning.

Students will complete “L” portion of KWL chart with groups as an informal assessment.

**Assessment/ Evaluation**

**5-Minutes**

Exit Card—“Name one way you can use context clues to determine meaning from unfamiliar text.”

**Reflection:** I will know that I have succeeded based on students exit cards as well as how effectively the “L” portion of the KWL chart is completed. Informal observation will also act as an aid when determining whether students comprehend material presented or if I need to re-vamp the lesson plan.

**Content Area Instructional Lesson Plan # 2**

**Subject:** Reading/ Language Arts

**Time Frame**:

**Grade:** 6

**Number of Students:** 23

***Student Composition***

3 Students with IEPs

8 students “at risk” based on Terra Nova 2 scores

3 ESOL students

10 Male students

14 Female students

***Ethnicity***

2 South Asian

4 African American

3 Hispanic

1 Asian

13 Caucasian

**VSC Indicators:**

Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print.

**MSDE Indicators:**

**1.6.5 Draw inferences conclusions or generalizations about text and support them with textual experience and evidence.**

**Topic:** Reading for Descriptive Language/ Making inferences

**Rationale:** *Students should have the ability to make inferences based on prior knowledge, textual information and newly acquired knowledge. Students should refer to prior knowledge as well as textual and newly acquired knowledge to make inferences in order to determine what will or has happened. Making inferences is an important skill allowing students to use surrounding descriptive text to determine happenings in text. In addition students should also have the ability to find evidence within text to support inferences made.*

**Daily Objective:** Students will be able to identify descriptive language within text and make inferences as to how the language is being used by finding evidence to support their predictions.

**Mastery Objective:** By the end of this lesson students will be able to identify descriptive language, describe how it is being used (infer) and draw conclusions from the text.

**Materials:**

Activator Journal or wide lined paper—student with handwriting deficit

Post-It Sticky’s

Alice Walker’s “The Flowers” copies

Graphic Organizer

Individual checklist or calendars—give to student with difficulty staying on task, organizational difficulty

Exit Card

Tape Recorder (student who needs constant repetition for instruction)

Auditory Software-write, speak—for non verbal student

Word Prediction- Software—non verbal student

Highlighters—students with organizational deficits

Computer Access for non verbal student

**Tasks for Paraprofessionals:**

Accommodate/ assist group with student(s) with IEPs

1-1 paraprofessional needed for this activity, non verbal student

**Accommodations/ Modifications**:

Assist students in reading aloud, if needed read aloud to student so they may gather descriptive language

Provide “wait time”

Ask questions confirming learning/ understanding

**Evaluation/ Monitoring:** Students will complete a T-Chart listing inferences made from text and evidence to support their inference.

**Instructional Sequence:**

**Activator:**

**5-Minutes**

Students will respond in journal or on wikispace under learning log to the question: “What is descriptive language and how is it used?”

* Teacher will ask journal question and students will have the chance to respond on a voluntary basis (or use calling sticks).

**Guided Lesson/ Whole Group Instruction:**

**5-Minutes**

Students/ Teacher will preview a descriptive passage from Alice Walkers short story “Flowers” on overhead projector

Teacher will ask students to share journal entries or wikispace entries on what descriptive language is and how it can be used

Teacher will discuss what descriptive language and how it may be used in everyday reading to make inferences and draw conclusions based on student’s journal entries.

**Guided Practice / Group Activity**

**30 Minutes**

(Choral Reading for Descriptive Language)—allow student needing constant repetition to use tape recorder for this activity)

Arrange Student desks in large circle, student seating arrangement can be pre-determined or randomly assigned

Have students take turns reading aloud from Alice Walker’s “Flowers” Short Story, picking out descriptive language as they are reading. (non-verbal student will use word predictive software in this activity, allow additional time)

As students read, place a post-it on their desk indicating what sentence they will focus on during independent activity.

After students read through activity successfully on their own, have students correlate number on their desk with sentence number of the short-story.

Teacher will then ask each student to independently look for descriptive language within their sentence and underline the language. Teacher will then ask student to re-read the sentence to decide what the descriptive language is being used to describe. (1-1 paraprofessional may be needed for non verbal student)

Students will write down inferences and supporting evidence in T-Chart, to provide rationale for their thinking when examining descriptive language within text.

Collect T-Charts as an informal assessment

**Assessment/ Evaluation**

**5 Minutes**

Student will respond on exit card to question, “How did I use the descriptive language in Flowers, to make inferences about what the author was talking about?” –students with motor skill deficits, may respond for homework on wikispace under their learning log, or this can be a homework assignment to post online for all students

**Reflection:** I will know that my lesson plan is a success based on informal observation as well as how well students complete their graphic organizer or learning log . My success will also be measured based on whether students were able to answer both questions on exit card, allowing me to determine whether re-teaching is necessary if student answers are awry.

**Content Area Instructional Lesson Plan #3**

**Subject:** Reading/ Language Arts

**Time Frame**:

**Grade:** 6

**Number of Students:** 23

***Student Composition***

3 Students with IEPs

8 students “at risk” based on Terra Nova 2 scores

3 ESOL students

10 Male students

14 Female students

***Ethnicity***

2 South Asian

3African American

3 Hispanic

1 Asian

14 Caucasian

**VSC Indicators:** Analyze elements of poetry to facilitate understanding and interpretation.

**MSDE Indicators:**

1.6.7 Read prose, poems or dramatic dialogue aloud with fluency using clear diction, tempo, volume and phrasing.

2.6.1 Identify and analyze characteristics of literature such as character plot, setting, and literary devices from diverse cultures and authors.

**Topic:** Reading to identify figurative language within text

**Rationale**: *Students should be able to readily identify different forms of figurative language within text. Students should be able to refer to prior knowledge about different types of figurative language using figurative language guide as aid when needed. Students should also be able to determine how figurative language used in text based on information in surrounding words throughout text.*

**Daily Objective:** Students will be able to identify figurative language throughout the text and determine what form of figurative language is being used.

**Mastery Objective:** By the end of this lesson students will be able to identify a variety of figurative language and how it is used throughout the text.

**IEP Objective:**

* Using figurative language guide, student will be able to identify what type of figurative language is being used within poem.
* Given text on instructional level student will be able to read aloud fluently using correct intonation, expression and clear diction.

**Materials:**

Activator Journal or access to computer for wikispace learning log

Text to speech software or dynovox for non verbal student

Alice Walker’s short story “The Flowers”/ text of instructor’s choice can be leveled

Short story copied on colored paper for student with organizational difficulty

Figurative Language Guide

highlighters

**Tasks for Paraprofessionals:**

Accommodate/assist group with student(s) with IEPs

**Accommodations/Modifications:**

Allow student to read aloud using active listening to determine figurative language

Aide student in using figurative language guide to determine figurative language

Provide “wait time”-1 on 1 needed for non verbal student

**Evaluation/Monitoring:** Students will share in group discussion at end of activity what type of figurative language they learned and how it was used

**Instructional Sequence:**

**Activator:**

**5- Minutes**

Students will perform a think, pair, share activity based on the response question: “What do you know about figurative language?” How do you think it is used?

Students will write responses in their journals or on learning log and compare thoughts with partner and will share with class. Responses will be discussed prior to instructional activity.

**Guided Lesson/ Whole Group Instruction:**

**5-Minutes**

Students/ Teacher will preview a passage from Alice Walker’s short story, “The Flowers”. When previewing passage, teacher will ask student’s what figurative language is and how it is used. Teacher will then explain what figurative language is and how it is used throughout poems and short stories, making sure to highlight frequently used forms of figurative language such as similes as it are displayed in text.

**Guided Practice/ Whole Group Activity:**

**30-Minutes**

Break students into groups of 3-4 with an example of a specific form of figurative language that they will be responsible for knowing.

Inform students that they need to take turns reading aloud throughout the short story being careful to locate their specific form of figurative language-use highlighters.

Inform students that they must locate their specific figurative language throughout the text, as well as give a general definition of how this form of figurative language is used. E.g., (locate **alliteration** throughout the text and state how it was used throughout the text)

Once students become experts on their specific form of figurative language, have students regroup with others who are unfamiliar with their form of figurative language. (Forming Expert Groups)

Teacher will monitor whether students are on task based on observation as he/she walks and scans room for off task behavior or conversation.

**Assessment/ Evaluation:**

**5 Minutes**

Students will share what they learned based on a group discussion. Teacher will ask each student to share their specific form of figurative language and where it was located throughout the text.

**Reflection:** I will know that I have succeeded based upon student’s group discussion, which will be used as an informal assessment. I will also be informally assessing students in their expert groups listening for what their type of figurative language is being used and how it was used throughout the text.